Cambridge Assessment English

Digital services

How we can help

To survive and thrive in language learning and assessment, organisations need to become experts at combining the best of digital with the best of being human, constantly refining as technology evolves. Our assessments can focus learning on what learners need, when they need it, generating data to allow a new level of diagnostic insight. Working with us will help you to use technology to provide the best language-learning journey for your teachers and learners.

What we offer

Digital skills assessment

Our Digital Framework for Language Teachers defines the digital skills that teachers need in order to help them, and their language learners, to benefit from new technologies.

Test my Digital Skills, a self-evaluation tool, can transform the way the Digital Framework is embedded, enabling teachers to understand where their skills lie, to select areas for professional development and to re-evaluate skills as they progress. This tool not only helps individual teachers, it also generates real-time data for institutions and policymakers to analyse skills levels across cohorts.
thedigitalteacher.com/framework

Diagnostic testing platform

Diagnostic testing can generate invaluable data about the strengths and needs of learners at individual, class or larger cohort level. It can help when deciding which areas of language or skills to prioritise, and help ensure that teachers spend time on the things that learners need most. We can work with you to develop and embed diagnostic testing in your learning ecosystem.

Digital learning strategy

We can support you in the development and design of a digital teaching and learning strategy for English language education. The strategy would seek to establish key digital teaching and learning goals as well as success indicators that can be monitored over time.

Digital learning platform and resources

We have developed a range of digital resources, apps and products that can support teachers and learners, and we are able to offer off-the-shelf solutions or work in close collaboration with you to create bespoke resources. We can also work with you to provide a customisable, co-branded website of curated learning resources.

Massive Open Online Courses (MOOCs)

We have numerous ready-made MOOCs in English language teaching that you can use straight away, or we can develop a course specifically tailored to your context. We can also provide you with training programmes on how to develop and deliver your own MOOCs.

Digital pilots

Join us in shaping the future of digital language teaching, learning and assessment. Collaborate in cutting-edge Cambridge English pilots to explore, understand and optimise the impact of technology in language education.
beta.cambridgeenglish.org

Key benefits for you

- Rapidly assess and respond to changes in the digital skills requirements of teachers
- Develop capacity by transferring our expert knowledge and skills and adapting them to your context
- A research-based approach to transform teaching and learning in your context
- Ability to exploit real-time data to inform both policy decisions and teaching and learning solutions
- Bespoke digital resources tailored to your requirements and context
- Increase engagement and proficiency

Digital services

Case studies

Access to English for refugees and asylum seekers

Massive Open Online Course (MOOC)	Global

We designed this initiative to support people who may find it difficult to access English language learning. We started by running a conference with Techfugees to identify solutions to the English language challenges faced by refugees. A number of projects are now active as a result of ideas generated during the conference.

The first project was 'Aim Higher', a MOOC in collaboration with organisations working with refugees across the UK. Aim Higher addressed the need for helping refugees understand the process of applying for UK university study.

The course, delivered through FutureLearn, takes place over three weeks and tackles the three main stages involved in applying for university: the admission process, student applications and the post-admission process. FutureLearn's social learning model enables participants to interact with our expert moderators and other participants that are going through the same experience and facing similar challenges. Aim Higher has so far run twice, with over 2,000 people signing up.

Following on from Aim Higher's success we produced another MOOC in partnership with Crisis Classroom, which helps people interested in working with refugees (or already doing so) to understand their social and linguistic needs. 'Volunteering with Refugees' has run twice so far, with over 8,000 people signing up.

For more information on our current MOOCs, visit **futurelearn.com/partners/ cambridge-assessment-english**

Creating and evaluating an interactive environment for learning

Government of Antioquia State	Colombia

As part of the Education Parks initiative from the Government of Antioquia State in Colombia, we designed, delivered and evaluated 'English in the Park' – two interactive language-learning portals. One portal was for English language teachers and the other for learners – ranging from primary students to professionals (including young people no longer at school) and the wider community. The ambitious Education Parks programme saw the creation of around 80 new educational institutions and was designed to complement the existing education network by creating alternative learning spaces for a range of subjects – including languages.

Evaluation was an important part of the Cambridge Assessment English brief, and was undertaken in two phases. First, an exemplar group of 100 teachers and 100 students took a competency test to establish their level of English. This was followed by the delivery of a qualitative online questionnaire designed to determine emotional and attitudinal changes towards English in the Park. Results showed that both students and teachers were satisfied with their experience and that their motivation to learn English had increased.

The evaluation study also found that both groups had used the portals to improve and consolidate their knowledge of English. As a result, teachers felt able to use English more extensively in the classroom and noted greater flexibility when planning lessons. Students also developed stronger speaking and listening skills, said they were more motivated to learn English, and reported that they had more confidence in the skills they were acquiring.

For more information on our English language consultancy, visit:

cambridgeenglish.org/consultancy

Contact the team at:

consultancy@cambridgeenglish.org